GUIDELINES FOR
NEW PROGRAMS IN TEACHER EDUCATION
INITIAL & ADVANCED LEVELS
(Effective for proposals submitted after September 1, 2007)

The Division of Professional Standards Board encourages diversity, imagination, and innovation in institutional planning. New programs to prepare professional educators to meet pressing social needs are encouraged. Of course, a unit must assume responsibility for the quality of its programs. **New program proposals may be submitted at any time to the Teacher Education and will be reviewed in the order received.**

PLEASE SUBMIT ONE DOCUMENT IN PDF FORMAT.

Standard I - Rationale

There is a clear statement justifying the request for new program approval. The statement defines the need for the program, purpose it is to serve, and assumptions upon which it is based.

Standard II - Curriculum

The program of preparation reflects a systematic design with an explicitly stated philosophy and objectives.

1. If the program leads to initial licensure, the program is related to the Interstate New Teacher Assessment and Support Consortium (INTASC) continuum in terms of the standards on which the model is based. The curriculum (program) is aligned with the IDOE/DPS content and developmental level standards, and/or other appropriate standards (such as ISLLC or NBPTS for advanced licensure programs.)

2. The program is based on a clearly delineated conceptual framework that is reflected in curricular design, implementation and assessment.

3. The candidates receive appropriate depth and the breadth in general education through a well- planned sequence of courses and experiences.

Standard III - Clinical and Field-Based Experiences

Initial Level:

Clinical and field-based experiences in the professional education curriculum are accompanied by professional supervision and feedback and are designed to prepare candidates to work

effectively in specific education roles with emphasis on helping ALL students learn. . "All students" includes differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area (NCATE definition).

Advanced Level:

The proposal includes a description of opportunities and expectations for candidates to work collaboratively with colleagues, with an emphasis on helping ALL students learn. "All students" includes differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area (NCATE definition).

Standard IV - Evaluation

Program Evaluation

1. The Unit Assessment System clearly denotes how the program and program participants will be assessed. <u>Specific attention should be paid to addressing how the new program assessment fits within the current UAS and how data will be disaggregated for program assessment and improvement</u>.

2. There are provisions for continuing evaluation of the program based on performance criteria to be met by those graduates completing the program.

Candidate Evaluation

1. The program has systematic procedures for monitoring candidate admission, progress and completion of the program.

2. The proposal includes a description of assessment procedures and timelines that reference the approved Unit Assessment System and specifies:
    a. products and performances to be assessed, and
    b. standards of performance required to advance in the program.

3. The proposal should include plans to use traditional data sources, such as grade point average, observations, faculty recommendations and recommendations from appropriate professionals.

4. Systematic approaches are used to assist candidates who are making unsatisfactory progress in their programs. Remediation plans include a description of the connections with university policies.

Standard V - Faculty

The faculty are qualified to perform their assignments by virtue of either advanced study or demonstrated competence in the area of their assigned courses/supervision.

Standard VI - Governance and Resources

1. The program is sufficiently organized, unified, and coordinated to allow fulfillment of its objectives and purposes.
2. Resources are available in the areas of personnel, funding, physical facilities, library equipment, materials, and supplies to offer a quality program.

Standard VII - Schedule

The program includes a timetable that sets out the program starting dates, including how candidates will be informed regarding program guidelines and expectations.

Standard VII - Approval

1. Programs are finally approved by the State Superintendent of Public Instruction upon recommendation of the Division of Professional Standards Board (DPS) prior to being offered.

2. The institution will report on program status/improvements annually to the DPS for three years and then the program review is rolled into the institution's next accreditation review.

3. In the event that the program is discontinued, the institution must notify the DPS.

Evidence Required for New Program Approval

These evidences have been identified to assist institutions in their preparation of materials for submission to the IDOE/DPS Teacher Education Committee under the New Program Approval Process. Additional materials submitted must be substantive in nature and provide compelling connection to the narrative

Standard I - Rationale
        Description of the program
        Summary of Conceptual Framework
        Reference to needs assessment in the region

Standard II - Curriculum
        Matrix of courses aligned to appropriate standards
        List of program outcomes aligned with assessments
        Program advising sheet
        2-3 Sample Syllabi (Focus on course goals, outcomes, texts, and forms of assessment)

<u>Standard III - Clinical and Field-Based Experiences</u>
> List/description of experiences (location, purpose, required hours of learner contact)
> Description of how diversity experiences will be tracked

<u>Standard IV - Evaluation</u>
> Program Evaluation
>> Statement of data collection and review timelines
> Candidate Evaluation
>> Description/time line of procedures for assessing candidates
>> Description of remediation process (who, what, where, when, why, how)
>> UAS flowchart (Benchmark chart)

<u>Standard V - Faculty</u>
> Identification of program director (where applicable)
> Program Review Faculty Chart

<u>Standard VI - Governance and Resources</u>
> Statement of oversight responsibility
> Statement of accessibility to resources, facilities

<u>Standard VII - Schedule</u>
> Statement of implementation date
> Statement of anticipated graduation date
> Statement of anticipated student census or description of cohort

Teacher Education Committee
Guiding Questions for Reviewing New Program Proposals

1. The program specifies the purposes, processes, outcomes, and evaluation of the design.

2. Candidates attain a high level of academic competence and understanding in the areas in which they plan to teach or work.

3. The professional studies component(s) prepares the candidate to work effectively in their specific educational roles.

4. Field experiences are logically developmental and sufficient to effectively prepare competent educators.

5. Prior to granting recommendations for an initial license, academic and professional competence is evaluated using on-going assessments that are consistent with the unit assessment system.

6. Rationale to cover additional load (where applicable)

7. Statement/definition of scholarship policy (where applicable)

8. Statement of commitment to hire appropriate faculty (where applicable)

Updated: November 2007